

4 month reporting date 7/21/07 received 10/17/07
8 month reporting date 11/21/07
12 month completion date 3/21/08 received 1/07/08
Closed 1/9/08

Hyde School District Improvement Plan/Progress Report Form

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation Procedures (a) Notice The public agency must provide notice to the parents of a child with a disability, in accordance with 300.503, that describes any evaluation procedures the agency proposes to conduct.

CRF 300.301 initial evaluation (a) General. Each public agency must conduct a full and individual initial evaluation, in accordance with 300.305 and 300.306 before the initial provisions of special education and related services to a child with a disability under this part.

The monitoring team determined the district did not consistently evaluate all areas listed on the prior notice/consent for evaluation. In one case parent gave consent for evaluation to be conducted in ability, achievement, fine motor, speech and language. But there was no evidence of a fine motor evaluation being administered as there were no reports in the file, there was no Occupational Therapist invited to the meeting but OT evaluation results were on the eligibility document. In another case the district obtained consent to evaluate a preschool student in all developmental areas (cognitive, motor, social/adaptive and communication) but the student was evaluated only in the area of articulation and language. The student was then listed on the child count as a student with a disability in the category of 570, a category the evaluation process did not support. In a third file the district evaluated in areas not listed on the prior notice/consent for evaluation. The area of articulation was evaluated but was not listed on the prior notice/consent for evaluation.

The district must evaluate in all areas of suspected disability to ensure a full and individual evaluation is conducted. In one case the parent had expressed a concern in the area of behavior in the parent input form but the district did not evaluate in this area nor explain on the prior notice/consent to evaluate why the district chose not to evaluate in the area.

The district needs to ensure the evaluation results support the disability category listed on the child count. In two cases the students' disability category listed on the child count is 570 but evaluation results support the disability category 550. These two students will be reevaluated before the next child count.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all evaluation procedures are followed during the evaluation process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate all areas listed on the prior notice/consent for evaluation, including those areas resulting in parent input and will then report on the child count the disability category which the evaluation supports.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The district will develop a system to monitor whether all areas of evaluations listed on the prior notice/consent for evaluation were given, including those areas resulting from parent input and that support the disability category. Then the district will train all special education staff about the system.</p> <p>What data will be given to SEP to verify this objective?</p> <ol style="list-style-type: none"> 1) The district will describe the system they have implemented to ensure all areas of evaluations/reevaluations listed on the prior notice/consent were administered and then support the disability category. 2) The district will report the date of training, names of the presenter and the names of those attending. 	<p>5-2-07</p>	<p>Special education director, Special education teachers, and speech therapist</p>	<p>(completed by SEP)</p> <p>MET 10/17/07 RC</p>
<p>Please explain the data (4 month)</p> <p>1.Checklist made and put on Server, Copy mailed 10/16/07 2. The IEP Training Workshop held on Oct 4 conducted by Educational Specialist: Chris Saegent, Linda Shirly, Barb Boltjes, and Rita Pettigrew was attended by Jan Clement and Heather Trefz, Training held on Oct. 10 was attended by Janie Pratt and Lona Chilson</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve?</p> <p>The district will provide training to special education staff regarding comprehensive evaluation that supports each disability category and the link from prior notice consent to eligibility to child count.</p>	<p>5-2-07</p> <p>3-21-08</p>	<p align="center">Special education director, Special education teachers, and speech therapist</p>	<div style="text-align: center;"> MET 10/17/07 RC </div>
<p>Please explain the data (4 month) 1. The IEP Training Workshop held on Oct. 4 conducted by Educational Specialist: Chris Sargent, Linda Shirley, Barb Boltjes, and Rita Pettigrew was attended by Jan Clement and Heather Trefz. The Oct 10 training was attend by Janie Pratt and Lona Chilkson. 3. A.Five files reviewed. B. five. 4. A. five files reviewed. B. five</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 3 – Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
CFR 300.304 Evaluation Procedures the public agency must (1)use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parents that may assist in determining whether the is a child with a disability and the content of the child's IEP.

Through file review the monitoring team determined the district does not consistently analyze and summarize functional academic and transition assessment results so as to aid in the development the IEP. The district is evaluating in these areas but must summarize the results in order to be useful in developing the IEP.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that will assist in the developing the content of the child's IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct academic achievement and functional performance evaluations and will summarize the result into a report that will be shared with parents and used to develop the IEP

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will conduct training in the area of functional assessment, how to use those evaluation results in developing the IEP (specific strengths/needs on the PLAAF, and how the disability affects performance in the general curriculum). What data will be given to SEP to verify this objective? The district will report date of the training, the name of the trainer and names of those staff members attending the training.	5-2-07	Special education director, Special education teachers, and speech therapist	(completed by SEP) MET 10/17/07 RC

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Please explain the data (4 month)

The IEP workshop conducted by Educational Specialist: Chris Sargent, Linda Shirley, Barb Boltjes, and Ruta Prettigre Held on Oct. 4 was attended by Jan Clement and Heathe Trefz. The training held on Oct 10 was attended by Janie Pratt and Lona Chilson. The District has purchased a test to acess functional assessment/performance for use K-12.(WRAT4) and QRI

Please explain the data (8 month)

Please explain the data (12 month)

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of academic achievement and functional performance

A student's IEP must contain present level of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present level of academic achievement and functional performance are based upon the functional (skill based) assessment information gathered during the comprehensive evaluation process. Each student's individualized education program shall include: (1) A statement of the student's present levels of educational performance, including : (a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students) (3) A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student. (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

The monitoring team determined the district has made improvement in the area of IEP content but student files did not consistently reflect skill based strengths and needs, how the student's disability affects progress in the general curriculum, a description of services the district is committed to provide and a clear explanation of what instructional needs require the student to be removed from the regular classroom.

The district did not consistently document skill based specific strengths and needs in the areas affected by the disability. In several files the district used the evaluator's general statements in the psychoeducational report ("student's spelling score was well below average ...") which is not skill specific and did not aide in the development of the IEP.

In several other files the district did not clearly explain how the disability affects the student's progress in the general curriculum. A statement such as "student needs the extra one-on-one help in the area of reading" or "the student requires assistance in all areas to improve skills needed to function in a classroom" may explain instructional needs but it does not explain how the student's disability affects their progress and involvement in the general education curriculum.

The district did not consistently describe the services the district is committed to provide. "Special Education Services for 25 hours per week" does not describe what specific services the district will provide.

The district did not consistently explain (justify) what instructional needs the student requires that would result in the student being removed from the regular classroom. Resource Room Accepted: "The committee determined this to be the best placement for student. Student will attend the resource room for several classes...." Does not explain why the student needs to be removed from the regular classroom to get instruction.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[District will ensure all IEPs contain required content.](#)

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

District IEPs will contain all required content which links to evaluation.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will conduct training in the area of functional evaluation, how to use those evaluation results in developing the IEP (specific strengths/needs on the PLAAFP, and how the disability affects performance in the general curriculum), how to write justification statements which reflect instructional needs of the students that require the student to be removed from the regular classroom setting, and how to document services the district is responsible for providing.</p> <p>What data will be given to SEP to verify this objective? The district will report date of the training, the name of the trainer and names of those staff members attending the training.</p>	5-2-07	Special education director, Special education teachers, and speech therapist	<p>(completed by SEP)</p> <p>MET 10/17/07 RC</p>
<p>Please explain the data (4 month) The IEP training on Oct. 4 and 10 By Educational Specialist: Chris Sargent, Linda Shirley, Barb Boltjes, and Rita Pettigrew. Attended by Jan Clement, Heather Trefz, Janie Ptatt, and Lona Chilson. Files in the process of being reviewed.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? The district IEPs will include the following information</p> <ul style="list-style-type: none">a) specific skills listed on the PLAAFP which link to the area of disability which links directly to academic achievement and functional performance evaluation results,b) how the disability affects the student's progress in the general curriculumc) justification statements which reflect instructional needs of the students that require the student to be removed from the regular classroom setting,d) document specific amount of services the district is responsible for providing. <p>What data will be given to SEP to verify this objective? The district will review all IEPs held within the reporting period and will report the following:</p> <ul style="list-style-type: none">1) The number of files reviewed2) The number of files in which the skills listed on the PLAAFP page were skill specific and linked to evaluation results3) The number of files in which the district explains how the student's disability affects the students progress in the general curriculum4) The number of files in which the district's justification statements reflect what instructional needs of the student that requires the student to be removed from the regular classroom setting5) The number of files that document the specific amount of services the district is responsible for providing.	<p>3-21-08</p>		<p>Met 1/08/08 RC</p>
<p>Please explain the data (4 month)Files on the pross of being Reviewed.</p>			

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Please explain the data (8 month)

1. 7 files reviewed
2. 5 files were complete with all area addressed.
3. Prior to training(Oct.3 Dept of ED and Oct 23 O'Leary 2 files missing affects in the general classroom Upon completion of training all files are reviewed and in compliance.
4. 7 files.
5. 7 files.

Please explain the data (12 month)

2. The two files that did not address all area were amended on 11/27/07 and 1/7/08 respectfully, to show the affects in the general classroom

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)